DOCUMENT RESUME

ED 239 607 IR 020 056

TITLE Vallecito Middle School's Educational Television.
INSTITUTION Dixie Elementary School District, San Rafael, CA.
PUB DATE 84
NOTE 7p.; Prepared at Vallecito Middle School.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Demonstration Programs; Educational Television; *Interdisciplinary Approach; Junior High Schools; Middle Schools; *News Reporting; Program Descriptions; Program Effectiveness; Public Speaking; Student Motivation; *Student Participation; *Student Projects; Teacher Participation; Video Equipment; *Videotape Recordings
IDENTIFIERS PF Project

ABSTRACT

Vallecito Middle School in San Rafael (California) has been using video production techniques since 1981, and the staff has observed many positive changes in learning, attitudes, and behavior resulting from the use of television. Videotaping has facilitated learning in science, physical education, English, and social studies classes. Guest experts in many fields have been invited to Vallecito each year and the videotapes of their performances are kept in the school library. School-wide activities were videotaped and stored in the library and during 1982-83 a video yearbook was compiled. The creation of the "What's Up Broadcasting System," in which students presented a videotaped weekly newscast, resulted from the desire to meet the social studies competency concerned with student awareness and appreciation for current events. The program was selected to appear weekly on a local educational television channel. This document was selected by the Association of California School Administrators (ACSA) Task Force on Public Confidence as descriptive of a promising practice or exemplary project worthy of highlighting for the California educational community. (EM)

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OUTSTANDING PROGRAM DESCRIPTION FORM

Name of School, District or Agency Vallecito Middle School, Dixie Grade Levels 6, 7, 8

Address 50 Nova Albion Way Telephone (415) 479-0212

City San Rafael, State CA Zip 94903

Name of Contact Person Marilyn Goudeau ACSA Region 4

Name of Course, Program, Project or Policy Vallecito Middle School's Educational Television

Date of Operation of Program or Project Fridays - September 1983 through June 1984

ED239607

In 300 words or less please describe your program specifically enough for others to follow. Please include your program's
(1) primary purpose (how it benefits students)
(2) participants (grade levels of students, professional staff, community persons, etc)
(3) evaluation data (if available)

See attached.

JAN - 9

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NAME Marilyn Goudeau *Marilyn Goudeau* DATE January 5, 1984

Enclose supporting or descriptive materials and return to ACSA Public Confidence Task Force, Public Relations Department, 1517 L Street, Sacramento, CA 95814.

VALLECITO MIDDLE SCHOOL'S EDUCATIONAL TELEVISION

Vallecito Middle School in San Rafael has been using video production techniques since 1981, when we purchased our first camera and VCR equipment. From the beginning, enthusiasm for potential learning enhancement was great. The Parent-Teacher club donated funds with which we bought additional needed equipment. Time was allotted for Mrs. Marilyn Goudeau, a teacher, to visit a high school and local university where video departments were established and in addition she attended week end and summer courses in video production. Vallecito's principal, Mr. Neal Griffith, provided a minimum day on which an in-service presentation was conducted in order to familiarize the school staff with the equipment and techniques in operating it. A block of time was set aside in Mrs. Goudeau's schedule to train students and staff in equipment maintenance, lighting, in-studio and on-location shooting, editing and script-writing. She is also available, on request, to provide a student "cadre" to assist staff members with taping.

With the up-grading of equipment, time provided for experimentation with the technology and understanding of the media, Vallecito's video department has become an exciting and increasingly vital teaching tool. School-produced productions have touched every subject taught, every school-wide event and have been used for teacher training and community relations.

The Vallecito staff has observed many positive changes in learning, attitudes and behavior resulting from the use of television. Opportunities to experience and participate in video productions help children to:

1.

- develop spontaneous oral expression
- improve voice projection, speech and enunciation
- increase fluency in oral reading
- develop a sense of timing and coordination
- construct a plan and follow it
- discover the satisfaction in intertaining others
- gain self-confidence and self-esteem
- understand the need for group cooperation
- put ideas and action into a meaningful sequence
- appreciate advanced technology and learn to care for and operate valuable equipment

Here are some examples of the many subject areas in which video has facilitated learning. Student's projects demonstrating forms of energy and their applications were taped in each sixth grade science class. Students viewed their tapes and improved their presentations when they felt it necessary. The video tapes were then aired in all classes which allowed the children to share their research and conclusions.

Video taping was used extensively in the physical education department. The taping of team sports allowed the instructors to critique plays and the students to make judgements concerning their own improvement. During a gymnastics unit the students were taped as they learned the routines. Subsequent viewing gave the gymnasts an opportunity to check their performances and great feelings of pride as they witnessed their own progression.

Book talks and oral reports were taped in English classes. The videographer trained the camera not only on the "performer" but on the class as it listened. During playback the speakers were able to

judge their effectiveness through the reaction of their audience.

Skills such as conducting personal interviews were enhanced through the use of video. Students were required to interview each other, their parents and elderly members of the family or community. The children compiled their lists of questions then conducted or recreated their interviews on tape. The results of the interviews were delightful and our ability to capture and share the results with other classes expanded the impact of the experience.

Guest experts in many fields are invited to Vallecito each year. These resources are often available only on a one-time basis. Artists in the use of the potter's wheel, puppet-making, juggling, story-telling, skate-boarding and drama productions agreed to be recorded on video tape. Special programs such as "Youth and the Law and musical events provided by the Council of Music and Arts were also taped. Through the willingness of such guests to have their unique talents preserved we have compiled an extensive collection of tapes, which are stored in our school library, and are available for students and staff on request.

Many exciting events take place each year at Vallecito. Westward Movement Day, Fifty's Day, Dress Up Day, Renaissance Day, Field Trip Day, Victory Assemblies and student body elections are some of the school-wide activities stored in our video library. Students, as well as all support staff, are involved in every phase of these special occurances. The feeling of ownership and positive school spirit is evidenced by the repeated requests to see the tapes.

During 1982-83 a video yearbook was compiled. Clips of favorite events were chosen and a montage was created representing the academic and social flavor of our middle school. The yearbook was

used in the orientation process for in-coming sixth graders and their parents. The "Vallecito Story" is available for district-wide or community use.

An example of an on-going and ever-improving use of video technology used in social studies classes evolved from a desire to meet the competency concerned with student awareness and appreciation for current events. Striving to find an exciting and self-sustaining approach to this requirement the "What's Up Broadcasting System" was born. Students produce a weekly newscast highlighting the major events of the past seven days. Students are assigned "beats" or geographically prescribed areas from which they gather their news. The children must determine which events have the greatest impact on the school, local, regional, national and international levels. The students use a variety of news sources, choosing, discarding or retaining articles based upon their newsworthiness. When an item is chosen for the newscast the student reporters rewrite it in their own words. On Fridays the classroom is converted into a television newsroom. The anchor person writes an introductory script which includes a "teaser" concerning each reporter's news item. Students, using photographs or their own drawings, prepare graphics to accompany the reports. The weather person sets up the student-made, erasable world map on which the major weather systems will be drawn. Producing the "What's Up Broadcasting" news requires the help of most of the children in class. There are camera people, floor managers, equipment managers, prompters and personal grooming helpers. The sound director provides a commercial tape or has pre-recorded a selection from the school orchestra to be used during introductions and signing off. Those students who are neither "talent" nor

technicians for the week must serve as critical reviewers of the production. Students are encouraged to ask questions of the reporters if more information concerning the news item is desired.

During the week students remind each other to be ready for Friday's newscast. Children who are responsible for part of the production are rarely absent. The students are interested in seeing other class productions and their own previous newscasts in order to make comparisons and improvements.

The children who originated the "What's Up Broadcasting System" as sixth graders are now eighth graders. By their own testimony they feel that they are better able to edit and paraphrase information and can discriminate fact from opinion. They are more confident about their ability to speak publicly and are no longer intimidated by cameras, lights or tape recorders. Students are now better able to listen to and use constructive criticism from teachers and peers.

The children who have shown a particular aptitude for the technical aspects of video production will become the teachers and trainers for future television productions at Vallecito.

Recently the program was selected to appear weekly on educational television Marin access channel 31.